DOCUMENT RESUME

ED 170 694 CS 004 749

AUTHOR Batty, Beauford R.; Batty, Constance J.
TITLE Teaching Minority Children to Read.
PUB DATE Nov 78
NOTE 29p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (68th, Kansas City, Missouri, November 23-25, 1978)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Beginning Reading; Black Culture; Black Education; *Black Students; Ethnic Groups; *Minority Groups; Nonstandard Dialects; Primary Education; Racial Attitudes; Racial Discrimination; Reading; *Reading Achievement; Reading Comprehension; *Reading Material Selection; Teacher Attitudes

ABSTRACT

In view of the inadequate beginning reading achievement of many minority students, specific pedagogical factors that may enhance the classroom teacher's ability to help such children learn to read have been identified. Educational research suggests that the teacher is a major variable in the degree of success of the reading program. Teacher attitudes, motivation, and expectations can affect teacher-pupil relationships, distribution of teacher time, evaluation of the student, and subsequent effectiveness of the reading program. Teachers should appreciate varied cultural lifestyle manifestations. Students' language differences present special needs which may be met by using the language experience approach, by exhibiting acceptance and understanding of the child's dialect, and by selecting reading materials that include positive reflections of the ethnic group and lifestyle of the child. Black primary children prefer to read books containing black characters, and those that are interesting and relevant to them; the use of such materials may contribute to increased interest and achievement as well as a more positive self-concept. Teachers should analyze reading materials for racial content and select only those which portray minorities sensitively and positively. (DF)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED170694

TEACHING MINORITY CHILDREN TO READ

Contents

		Page
I.	Introduction	1
II.	The Attitude of the Teacher	2
III.	Language Differences	6
IV.	Reading Materials for Children	13
V.	Conclusion	19

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Beauford R. Batty
Constance J. Batty

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Beauford R. Batty
Constance J. Batty
SUNY/Old Westbury
Box 210
Old Westbury, New York 11568

CS004749

INTRODUCTION

A comparison of the performances of a sample population of white and black 17 year old young people on both the 1971 and 1974 reading test administered by the National Assessment of Educational Progress (NAEP)* reveals that the performance of black 17 year olds was considerably worse than other 17 year olds. The median scores for white 17 year olds in 1971 and 1974 were 91.06 and 93.16 respectively while the median scores for black 17 year olds were 75.49 and 79.08. (Standard Education Almanac, 1976-77).

In 1974, 42% of third grade public school pupils in New York City could not read at the acceptable competency level set by the State Education Department. By the sixth grade, 48% of New York City children read below the acceptable competency level*.

Black and Hispanic children comprise the major portion of the population of the New York City public schools. Thus, it is a high percentage of these minority children who are failing to achieve acceptable levels of reading competency.

---

*National Assessment of Education Progress (NAEP) administers federally funded surveys of educational attainments of large samples of American young people. One of the stated objectives of the program is to establish directionality of reading achievement. (National Center for Education Statistics Annual Report 1976).

*Source: "Pupil Evaluation Program Scores for New York State", Bureau of Pupil Testing, State Education Department May 1, 1974.

A scanning of current educational literature indicates that lack of adequate reading achievement by minority children has been the focus of numerous research projects and has been discussed from the viewpoints of various constituents and disciplines. Educational practitioners are integrally involved and should assume the major responsibility of increasing the reading levels of minority children.

The purpose of this paper is to identify and describe some specific pedagogical factors that may enhance the classroom teacher's ability to help children learn to read. Educational research has suggested that the teacher is a major variable in the success or lack of success of the reading program (Stauffer 1967; Rist, 1970; Quarles, 1975). Based on my 25 years of experience as an educator at all levels, I strongly support the above stated position. Therefore, the areas selected to be discussed in this paper are teacher attitudes, language differences and the use of appropriate reading materials for children.

THE ATTITUDE OF THE TEACHER

In 1974, the State of New York sponsored a research study in order to identify those school factors which influence student reading achievement. Two New York City elementary schools were selected for an in-depth examination. The population of one school consistently achieved high reading scores and the population of the other school consistently achieved low scores. The schools were matched on the following characteristics:

- median family income
- percentage of families on welfare
- pupil ethnicity (School A School B)
  (-98% -88%)
  (black or hispanic)

- percentage of pupils with second language difficulties
- percentage of pupils eligible for free lunches, and
- pupil mobility. . .

(School Factors Influencing Reading Achievement 1974 Page V)

The results of the study showed, among other things, that (1) "the differences in student performances in these two schools seem to be attributed to factors under the schools' control"; (2) "Classroom reading instruction did not appear to differ between the two schools since classroom teachers in both schools had problems in teaching reading and assessing pupils' reading skills" and (3) "Many professional personnel in the less effective school attributed childrens' reading problems to non-school factors and were pessimistic about their ability to have an impact, creating an environment in which children failed because they were not expected to succeed. However, in the more effective school, teachers were less skeptical about their ability to have an impact on children."

(School Factors Influencing Reading Achievement 1974 pg. vi-vii)

This study suggests that the factor which impacted greatest upon the reading achievement difference of the student population in the two schools was the attitude of the classroom teacher. The findings of other research projects have supported this notion. . .(Stauffer, R. 1967; Harris A. and Morrison M. 1969)

The attitude of the classroom teacher can be actively manifested in a variety of ways. Rayer, Schumer (1976) conducted

an experiment to provide support for the notion that "having teachers making predictions about reading achievement gains has positive educational benefits". . .(p. 232).

The experiment was conducted within the context of a remedial reading program. During the first three years of the program teachers did not predict reading gains. Near the beginning of each of the subsequent three years, teachers were asked to predict the reading gain to be made by each student. A comparison of the gain scores in reading achievement for each of the six years indicated that greater gains were made during the years teachers made predictions. In fact, students' gains exceeded teachers' predictions.

Quarles (1974) describes a program in Bristol, Virginia in which teachers were paid bonuses at a rate commensurate with reading achievement gains made by the students. At the end of the first year gains of most students were 20% to 80% over expected gains.

Could it be that these two procedures (prediction and pay) fostered higher motivation and positive teacher attitudes, which, in turn, resulted in greater gains for the students? Probably, teacher attitude was a major factor.

If positive teacher attitudes increase student achievement then possibly the reverse may also be true. Williams, Whitehead and Miller (1972) conducted an experiment designed to find out if non-standard and ethnically stereotyped speech patterns affected teachers' attitudes and expectations concerning the academic performance of students. Results of the study indicated that those students whose speech was judged to be non-standard were also expected to perform worse academically than

students whose speech was judged to be standard.

The above study describes how teachers' expectations can be affected by non-academic criteria. However, a study done by Crowl and MacGinite (1974) produced rather startling and disturbing findings. Crowl and MacGinite (1974) "designed a study to find out if students actual (not expected) performance is judged differently by teachers as a function of students' speech characteristics" pg. 304. Sixty-four white teachers were provided with a set of questions and then listened to identically worded prepared responses spoken by selected black non-standard English speakers and white 9th grade students. The results indicated that the teachers were influenced in their evaluations of students' oral answers by speech characteristics. Answers spoken by white students received significantly higher ratings than those identical answers spoken by black students.

Rist (1970) found that teachers in his study subjectively interpreted attributes and characteristics that were related to social class and made assumptions concerning the rate of learning of children. As a result, different treatment was accorded each group within the classroom. Children perceived to be fast learners received more time, attention and reward-directed behavior, while students perceived to be slow learners received less of each.

On the basis of the research data it is clear that teachers' attitudes do make a difference. The attitude, motivation and expectations of the classroom teacher can affect the teacher-pupil relationships, distribution of teacher time, evaluation of the student and subsequent effectiveness of the reading program.

Willa Bryant (1973) states "when teachers' future expectations are based on assumptions that have no validity, teachers contribute significantly to the creation of inefficient readers within the classroom." (pg. 24).

The United States is considered a literate society and the inefficient reading ability of minority children contribute to the continual inability of minority persons to enter into the economic and political mainstream of American life.

It is suggested that teachers should develop an understanding that our society is culturally pluralistic, a knowledge and appreciation of the lifestyle of various ethnic minority groups and a conviction that each child is an individual worthy of respect and entitled to be educated. Teachers must understand that each child is in part, a product of his environment and part of his environment includes the language patterns and style with which he communicates. Language differences and their implications for teachers are discussed in the following section of this paper.

LANGUAGE DIFFERENCES

Dialects are variations of a language used by different segments of a population. In our culturally pluralistic society, we have a variety of ethnic and regionally based dialects. Socially different dialects are associated with varying degrees of status primarily based upon the status of the user. In some circles, it is a social asset to speak English with a French accent whereas it may be a social liability to speak English with a Spanish accent. It may be considered appropriate

to speak with a New England dialect but inappropriate or unacceptable to speak with an Appalachian dialect.

In this section, I intend to explore some linguistic principles, dialect differences and the degree to which these differences impact upon the reading achievement of minority and/or linguistically different speakers.

1) Wherever man exists, language exists.
2) There are no primitive languages. All languages are equally complex and equally capable of expressing any idea in the universe. The vocabulary of any language can be expanded to include new words or new concepts.
3) All languages change through time.
4) All grammars contain phonological and syntactic rules of a similar kind.
5) Any normal child, born anywhere in the world, of any racial, geographical, social heritage is capable of learning any language to which he is exposed. The differences we find among languages cannot be due to biological reasons.

(Fromkin and Rodman, 1974, page 226).

All normal children lean the language of their subculture. In our culturally pluralistic society, speakers use a variety of ethnic and regionally based dialects of English. Wolfram (1970) has described some features of a dialect which

is frequently used by some black speakers of English.* As discussed earlier in this paper, the reading achievement scores of many black children are comparatively low. Some educators and linguists are examining the possibility of a relationship between these language differenes exhibited by speakers of non-standard dialects and reading failure. This issue has generated research studies, theories and a wide range of suggested approaches.

Baratz (1969) has suggested that teachers use reading texts written in non-standard English. Baratz's suggestion is an attempt to preclude a mismatch between the dialect of the reader and the dialect encoded in print. This suggestion was based on a study involving 481 black first and second grade children. A sentence repetition test was administered to each child and on the basis of their performance, each child was classified as Monodialectal, Negro Non-Standard English (NNE) or Standard English (SE) and Bidialectal. Subsequently, each child was administered several reading tests. A comparison of reading comprehension of the monodialectal NNE children in relationship to the SE and bidialectal children revealed a significant difference in favor of the SE group. The data resulting from a study by Baratz seems to suggest that speakers of a non-standard dialect are not learning to read with traditional materials as well as those children who use standard English when speaking. However, I suggest that the Baratz study failed to establish a definite cause and effect relationship.

---

*See Appendix A for a partial list of differences as edited by Horvath (1970).

Baratz's report about her study did not include other related factors (i.e. socio-economic level, educational conditions, or intelligence) that may have had an impact on the results of the study. In any event, the use of non-standard English written in texts for children has not been well received by some educators and many parents in the black community. The objection is based on the notion that the acquisition of standard English is a prerequisite for upward mobility. In addition, one book could not possibly reflect the diversity of English language patterns spoken in any region or by any ethnic group. (Lamb, 1976).

Goodman (1976) states that "meaning is embedded not in individual words but in the whole context." (page 2). Goodman believes that if children get meaning from the printed page then the dialect used during oral reading is relatively unimportant. Further, he states that is is possible to read and understand standard orthography although orally using a non-standard dialect. There have been various studies whose findings support this point of view. Hockman (1973) administered the California Reading Test to 300 black and white third, fourth and fifth grade children. Two forms of the California Reading Test were administered. One form was written in black dialect and the other form was written in standard orthography. The children were randomly assigned to either test form. The results indicated no significant differences in scores on either test for black or white children.

The findings of both Goodman and Hockman suggest that standard orthography does not interfere with comprehension.

However, Weber (1973) describes a study of oral reading "errors" by black children who speak nonstandard English. Some reading "errors" were identified by Weber as being based in speech patterns. According to Weber, these same "errors" can be attributed erroneously by teachers to lack of comprehension. Discrimmination between these two types of "errors" may be confusing to the classroom teacher and may result in inaccurate assessments of reading.

The DISTAR (Direct Instruction Systems for Teaching Arithmetic and Reading) was developed by Bereiter, B. and Engelmann, S. and has been referred to as the Bereiter Engelmann Approach. This program was designed to develop language skills in disadvantaged black children. The program is based on the assumption that "culturally-disadvantaged preschool children are generally non-verbal and non-committal . . ." and "disadvantaged black children are faced with a serious learning deficit which must be corrected before they enter the competition of the middle-class white oriented school situation." (Aukerman, 1971, page 451).

In contrast to Goodman and Baratz, Bereiter, Engelmann and others support the theory that speakers of nonstandard English are deficient in language development. Differences are equated with deficiency. Linguists (Fromkin, V. and Rodman, R. 1973) oppose this notion and believe that any language that facilitates communication among people is adequate.

How can the classroom teacher meet the academic needs of the speaker of a nonstandard dialect? One suggestion is the Language Experience Approach (LEA). The LEA uses the language

and experiences of the children when creating materials for reading instruction. Children dictate and teachers encode. (Aukerman, 1971). Research studies (Harris and Morrison, 1969) have suggested that the Language Experience Approach is not any less effective than basal reader or a skills-centered approach to reading. However, I suggest that the approach offers some social and psychological benefits to the reader. LEA eliminates the possible mismatch between the language of the reader and the print. Further, it allows the child to incorporate his own experiences and thoughts into the reading program. It personalizes reading instruction and in turn, may foster a positive attitude toward reading. Fostering a positive attitude toward reading should be one of the major long range goals of any reading program.

Lamb (1976) suggests that research has not provided us with empirical evidence concerning the superiority of any specific approach to teaching minority children to read. She suggests that the most fruitful possibility at this time is to change the attitudes and increase the understanding and knowledge of the classroom teacher.

"So long as the schools treat learners as poor users of standard American English rather than speakers of other systematic dialects, schools will be unable to deal adequately with the language learning of all children. The child may be forced to regard rejection of his language as a rejection of himself." (Smith, Goodman Meridith 1970, page 49.) One way to reduce feelings of self-rejection by children is for teachers to exhibit acceptance and understanding for the language and

life-style of each child. Another way is for the teacher to use reading materials that include positive reflections of the ethnic group and life-style of the child. The next section of this paper will focus on one aspect of choosing appropriate reading material for the minority child.

READING MATERIALS FOR CHILDREN

"Learning to read is important, but once an individual has learned to read, the quality of what he reads and the fact that he finds continued satisfaction in reading ought to result in his becoming a lifetime reader." (Helen Huus, 1971, page v).

Elias, Hare, Wheeler (1975) described a study conducted by Educational Testing Service in 1974 designed to identify the behaviors and procedures used by beginning teachers during reading instructional activities. The study involved 43 schools in eight districts throughout California. 41 second grade and 54 fifth grade teachers were participants in the study. Findings indicated that 75% of the second grade teachers in the study used a basal reader for instruction and that 68% of the 5th grade teachers in the study used a basal reader. Compared to other surveys identified by Elias, Hare and Wheeler (1975) the above rate is low for usage of basal readers.

Thus, it seems safe to assume that a major portion of the children in our schools are exposed to basal readers. Yet, a study by Meisel and Glass (1970) indicate that some children are not interested in these stories. Meisel and Glass (1970) conducted a study to see the correlation of children's

reading interest and the type of stories found in their basal readers. Fifth grade children in an entire district freely selected books from the library and the types (interest areas) of books chosen were recorded for a five month period. Their basal reader (Scott, Foresman: New Days and Deeds) was analyzed for interest areas. Of the ten most popular interest areas History, non-fiction; History, biography; Careers, biography; etc.) identified by library book selection, only four were found in the basal reader. The study supports the hypothesis that types of stories found in basal readers are not the type children volunteer to read. Unfortunately, the report did not include the size of the sample. However, the point is, many children may find that the selections in basal readers are not intrinsically interesting. This disinterest may be even greater for the child whose lifestyle experiences and identity are not reflected in the stories of the basal reader. Of course, children are not restricted to reading only basal readers but these books seem to be the major vehicle of reading instruction in the classroom. The reader of this paper may believe that the availability and wide variety of children's books must certainly be sufficient to meet the cognitive and affective needs of most children and it is this notion that I shall discuss from the point of view of the minority child.

Olsen (1976) reports about some of the current literature that is concerned with multi-cultural education. In the article, she discusses research studies whose results establish a positive relationship between self-concept and reading achievement. Olsen suggests, and I concur, that appropriate multi-ethnic children's literature is an important vehicle for enhancing self-concept and reading achievement.

Barchas (1976) conducted a research study designed to identify the reading preferences of "Anglo, Negro, American Indian and Mexican-American children" (page 8.) Findings indicated that the minority group children (N=219) expressed a high degree of interest in titles and topics relating to their own ethnic group and immediate environment. They expressed a low degree of interest in titles related to other minority groups. This study is somewhat limited because the choices of titles the children were given were all of a multi-ethnic nature. Perhaps if the children were presented with a wider range of titles and topics the results may have been different.

Simet and Camp (1975-76) analyzed reading preferences of children in first grades in order to compare the preferences of inner-city black children to those reading preferences of white middle class children. Results indicated that more inner-city children preferred books with non-white characters as compared to the preference expressed by the white children. Lewis's (1976) study supports the findings of Zimet and Camp. Lewis found that black kindergarten children strongly favored children's books about ghetto life.

However, Johns (1973) conducted a study designed to identify the reading preferences of intermediate grade inner-city black youngsters. Black children in this study chose books depicting middle class settings, characters with positive self-concepts and characters experiencing positive group interactions. Overall, the black youngsters preferred books with pleasant settings, but as the age of the children increased,

their preference for pleasant settings decreased. Johns (1973) states that possibly the "inner-city" descriptions and illustrations used in his study were too stark when compared to the middle class illustrations and descriptions. This may have been an important factor contributing to the results of his study.

The studies cited above suggest that black primary children may prefer to read books that contain black characters. Educators should capitalize on this interest. Reading material that is intrinsically interesting and relevant, in and of itself, may contribute to the interest and increased achievement in reading. In addition to the above stated reason, there are strong psychological, political and social reasons for children's books to reflect the culturally pluralistic society in which we live. Improving the self-concept of the minority child, the eradication of racism and fostering intercultural/interracial understanding are some of the broader issues, though not appropriate for discussion in this paper, with which educators should be concerned.

In 1965, Nancy Larrick wrote "one of the most critical issues in American education today is the almost complete omission of Negroes from books for children. Integration may be the law of the land, but most of the books children see are all white." (page 1). The preceding statement was made as a result of Larrick's survey of more than 5,000 children's books published in the 1960's.

Today (1977) the situation is somewhat different. Basal

readers are available with some black faces, fiction books containing black characters are also available* and children's history, science, etc. textbooks contain black representation.

However, teachers must concern themselves with the quality of this representation.

Baronberg (1971) surveyed 56 fiction picture books involving black people and found (1) Almost half of these 56 books only portray black people . . . it is certain that to label them "integrated" or "multiethnic" as they are commonly called is inaccurate and misleading, (2) Of the books which show both black and white people, the illustrations in at least half of them make skin color indeterminable, (3) With one or two exceptions, no book mentions race. . . ." Pg. 2

Agree (1976) in her dissertation study which involved trade books published for children between 1950 and 1970, "concluded that most of the books in the sample (each contained at least one black character) would fail to enlighten either the black or white child as to causes and background of the racial situation in the United States. Earlier derogatory stereotypes of the black American appear to have been replaced by middle class black characters lacking in significant ethnic authenticity. The books also failed to depict the variety of personal and socioeconomic life-styles of black Americans." (page 6).

---

*For an annotated bibliography of suggested children's books containing black characters, the reader is referred to Rudman, M. Children's Literature: An Issues Approach pg. 217-251. D. C. Heath & Company, 1976.

The treatment of native Americans was analyzed by Falkenhagen, Johnson and Balasa (1973). The authors investigated recently published children's books (1965-1972) to identify those that represent native Americans in a non-stereotypical manner. Their findings indicated that native Americans were portrayed as male chauvinistic craftsmen and as being members only of a low socio-economic group living on reservations. Further, native Americans were portrayed as "stoic", "brave", and "close to nature." (page 59).

Graham (1976) analyzed the representation of black women in eight commonly used Children's Encyclopedias and concluded that black women are both under-represented and unillustrated. Only a few non-controversial black women are included, i.e., Mary McLeod Bethune and Leontyne Price.

Yes, publishers have responded to the concerns of educators which Larrick (1965) expressed in her article. However, the sensitive teacher must look further than a brown face. Broderick (1971) suggests that teachers need to examine the new multi-ethnic books and not use them if they show the white individual as the all-understanding benefactor of a single black or blacks not in control of their own lives.

In addition, it is suggested that teachers de-emphasize some of the European folk tales (e.g. Goldilocks, Snow White) and include folk tales from Africa, Asia, etc. as well as native American folk tales.

For additional criteria to use when selecting appropriate books for all children, I refer the reader to Ten Quick Ways to

Analyze Books for Racism and Sexism*.

Finally, it is suggested that teachers create a reading environment. Read to the children, provide adequate time and books for the children to read and build bridges between the world of the writer and the reader.

CONCLUSIONS

If teachers are to succeed in creating a positive and meaningful educational experience, then teachers must learn about the children they teach. Family, home and community are a part of the child and it is all of these facets in concert that the child brings to school. Teachers should maximize their efforts toward developing an understanding of the culture of minority groups represented in the class. However, similar efforts should be expended toward a non-judgmental understanding of the individual. Children should feel comfortable bringing their lifestyle into the classroom. Children shold be allowed to accept themselves and it is incumbent upon the teacher to maximize opportunity for each child to have some success each day. It is the writer's opinion that each child needs concrete evidence of his success. Children can sense and uncover meaningless and unwarranted platitudes bestowed upon them by well-meaning teachers. Teachers should structure the learning environment so that reading failure is minimal and if it occurs, it should be private.

The writer is aware of the fact that many issues concerning the reading failure of minority children were left uncovered

---

*Published in the Bulletin Volume 5 #3 (1974) by the Council on Interracial Books for Children, 1941 Broadway, New York, N.Y. 10023.

in this paper. The pervading factors of racism, unequal distribution of educational opportunity and finance, lack of adequate minority representation in policy making bodies, unequal representation of minorities in the educational milieu, the entire area of I.Q. testing, and tracking are but a few of the other issues that have an impact upon the failure of minority children. However, it is the writer's hope that the reader has acquired some additional insights and will give some thought to same.

In summary, the writer feels it would be particularly helpful for those concerned with the education of minority children to rember the following:

1) The problem of academic and reading failure cannot be laid at the doorstep of the victim. Schools and teachers can make a difference.
2) Teachers must examine their own attitudes and study ethnic groups other than their own with the goal of becoming more knowledgeable, understanding and sensitized concerning differences.
3) Appropriate training of teachers should probably include more extensive pre-service and in-service content pertaining to language acquisition and reading.
4) Black children are in a verbal environment and their speech is meaningful, functional and appropriate in their environment. No language is primitive.

5) Children with nonstandard English speech patterns can probably acquire meaning from standard orthography with the same degree of success as the general population.

6) Readers and other educational material should appropriately reflect the cultural pluralism of our society and denote the contributions which members of various ethnic groups have made.

On a more global level, the author feels that the incidence of educational failure in general and reading failure in particular must be reversed for the benefit of both the individual and society. We live in a technological society and the continuity of it depends more and more on a literate, educated population. Many minority persons envision education as a potential avenue for achieving upward mobility and are vociferously demanding an equal education. The non-white population of the United States is more than one-tenth and if we are to achieve our stated goal of "liberty and justice for all" and a favorable degree of national and international tranquility, we must develop those strategies that will enable future generations of minority children to successfully function in the mainstream of society.

REFERENCES

Agree, Rose Hyla The black American in children's books: a critical analysis of the portrayal of the Afro-American as delineated in the contents of a select group of children's trade books published in America from 1950 to 1970. Dissertation abstract #1. In Monson and Peltola (Eds.) Research in Children's Literature. Delaware: Internation Reading Association, 1976.

Aukerman Approaches to Beginning Reading. New York: John Wiley and Sons, Inc. 1971.

Baratz, Joan The relationship of black English to reading. Language Differences: Do they Interfere? Delaware: International Reading Association, 1973. pg. 101-110

Barchas, Sarah E. Expressed reading interests of children of different ethnic groups. In Monson and Peltola (Eds.) Dissertation abstract #8. Research in Children's Literature pp. 8 & 9 Delaware: International Reading Association, 1976.

Baronberg, Joan Black representation in Children's Books. Urban disadvantaged series #21. New York: Columbia University. (ERIC Document Reproduction No. ED050 188)

Broderick, Dorothy M. Image of the black in children's fiction. New York: R. R. Bowker Co. 1973.

Bryant, Willa Counteracting the problem of negative stereotyping. Views on elementary reading instruction. Delaware: International Reading Association 1973

The condition of education. National Center for Education Statistics Annual Report March 1976. Washington, D.C.: United States Government Printing Office 1976.

Crowl, Thomas K. and MacGinitie, Walter H. The influence of students' speech characteristics on teachers' evaluations of oral answers. Journal of Educational Psychology 1974, 3. pages 304-308.

Elias, P.; Hare, G.; Wheeler P. Beginning Teacher Evaluation Study 1973-74 Phase II. Berkeley California: Educational Testing Service 1975. (ERIC Document Reproduction No.

Falkenhagen, M.; Johnson, C.; Balasa, M. The treatment of native Americans in recent children's literature. Integrated education July 1973, pg. 58-59.

Graham, Beryl Treatment of black American women in children's encyclopedias. Negro History Bulletin Volume 39 #5. Association for the study of negro life and history inc. May 1976. pages 596-598.

Fromkin V. and Rodman R. An introduction to language. New York: Holt, Rinehart and Winston, Inc. 1974.

Goodman, K. Reading: a conversation with Kenneth Goodman. Scott, Foresman & Company, 1976.

Harris, A. and Coleman M. The craft project: a final report. The Reading Teacher Volume 22 No. 4. January 1969. pages 335-340. Delaware: International Reading Association.

Hockman, Carol. Black dialect reading test in the urban elementary school. The Reading Teacher Volume 26 No. 6. March 1973. Delaware: International Reading Association

Huus, Helen Foreword. Reaching Children and young people through literature. Delaware: International Reading Association, 1973.

Johns, Jerry What do innercity children prefer to read? The Reading Teacher Volume 26 no. 5. February 1973. pages 462-467. Delaware: International Reading Association, 1973

Lamb, Rose Dialects and Reading. Paper presented at National Conference on Language Arts in Elementary School. 1976. (ERIC Document Reproduction No. ED 120 676)

Larrick, Nancy The all-white world of children's books. Reprint from The Saturday Review of Literature Sept. 11, 1965.

Lewis, Jeneva A comparison of kindergarten teachers' perceptions of children's preferences in books with the children's actual preferences. Dissertation abstract #100. In Monson and Peltola (Eds.) Research in children's literature. Pg. 47-48. Delaware: International Reading Association, 1976.

Meisel, Stephen and Glass, Gerald Voluntary reading interests and the interest content of basal readers. Reading Teacher Volume 28 #7, Page 655-759. April 1970.

NAEP Standard Education Almanac 1976-1977. Chicago: Marquis Academic Media

Olsen, Turee ERIC/RCS Report/Multi-Ethnic Education. Journal of Reading, Volume 19 #8, Page 686-687. May 1976 Delaware: International Reading Association

Rayer, James and Schumer, Harry Reading achievement gains as a function of teacher predictions. The Journal of Educational Research Page 232-235. February 1976.

Rist, Ray Students social class and teacher expectations: the self-fulfilling prophecy in ghetto education. Harvard Educational Review. August 1970 pages 411-449.

Quarles, Royce Teacher incentive through performance contracting: a programmatic approach. Reading Research Quarterly Volume XI No. 3 1975-76. Delaware: International Reading Association

Rosenberg, Max Evaluate your textbooks for racism, sexism. Educational Leadership Volume 31 No. 2, November 1973, pages 107-109

School factors influencing reading achievements. A case study of two inner city schools. Office of Education Performance Review, State of New York 1974.

Smith, E. B., Goodman, K. S., Meredith, Robert Language and thinking in the elementary school. New York: Holt, Rinehart and Winston, 1970.

Stauffer, R. The first grade reading studies. Delaware: International Reading Association, 1967.

Weber, Rose-Marie Dialect differences in oral reading. Language differences: do they interfere? Delaware: International Reading Association, 1973.

Williams, F., Whitehead, J. L. and Miller, L. M. in Crowl, Thomas; MacGinitie, Walter. The influence of students' speech characteristics on teachers evaluations of oral answers. Journal of Educational Psychology 1974, 3. Pages 304-308.

Wolfram, Walt contained in Horvath, Barbara Socioloinguistics and reading. Shuy, R. (ed.) Linguistic theory: what can it say about reading? Delaware: International Reading Association 1977. page 95-106

Zimet and Camp Dissertation report contained in summary of reading research. Reading Research Quarterly Volume XI No. 3 1975-76, page 385. Delaware: International Reading Association

Appendix

Some of the major differences between BVE and SE that have been reported include those in the following list.[1]

1. The absence of -s in the third person singular (he go)
2. Multiple negation (didn't do nothing)
3. Absence of -s possessive (man hat)
4. Invariant be (he be home)
5. Absence of copula in certain constructions (he nice)
6. Been auxiliary in active sentence (he been ate the food)
7. Existential it (it is a whole lot of people)
8. Word-medial and final ð and ɵ (/tuf/tooth)
9. Word-final consonant clusters (ges/ guest and guessed)
10. Word-initial ð (den/then)

---

[1] This is a partial list taken from Wolfram (1970a: 105-119).